1.	ShriH.S. Bansat	Assistant, KVS Head-quarters
2.	Shri M. Sadanan-dan	Head Clerk, KV Bangalore
3.	Shri K.M. Yadav	T.G.T., KV Lucknow
4.	Shri B.D. Kaushik	T. G. T., KV New Delhi
5.	Shri S.S. Jayas	P. G. T. (Since retired)
6.	Dr. G.S. Shukla	Principal (since reti. red as Education Officer)

(c)and(d) No, Sir. Since there is no provision in the Memorandum of Association and the Rules of Kendriya Vidyalaya Sangathan for ex-officio representation of employees associations in the Sangahun, thaqeseuion op termination of such membership does not arise.

Review of National Education System

1661. SHRI RAJENDRA PRASAD MODY : Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) whether Government propose to review the national education system in the country ;

(b) whether the present system of education has little relevance to the productivity and national development; and

(c) the steps taken by Government to replace the conventional courses with courses to emerging nature which have direct relevance of employment or enterpreneurship to meet the aewer challenges of society '.'

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE-DEVELOPMENT DEPTT. OF EDUCATION AND DEPTT. OF CULTURE (Km-SELJA) : (a) and (b) The current system of education in the country is shaped and guided by the National Policy on Education (NPE), 1-986. The Government is of the view that NPE, 1986 has stood the test of time. Based on an indepth review of the whole gamut of the education system and formulated on the basis of a national consensus it contains a comnerhensive framework to guide the deve iopment of education in its entirety. The framework continues to be of relevance. However, the developments during the last few years and experience in the implementation of the Policy necessitated certain modifications. These modifications were tabled in the House on 7th May, 1992.

The national system of education conceived of by the NPE 1986 is based on the perception that educational development leads to economic development and national self-reliance.

(c) The NPE lays considerable stress on vocationalisation of education with the objective of enhancing individual employability. There is stress also on work experience organised as an intergral part of the learning process. Under the Centrally Sponsored Scheme of Vocationalisation of Secondary Education financial assistance is provided to States and' UTs for starting vocational courses at +2 level.

The University Grants Commission (UGC) has introduced a scheme of restructuring undergraduate courses in general education with a view to making the first degree courses more relevant to environment and developmental needs of the community and linking education with work/field/practical experience and productivity. The core committee constituted by the UGC to develop vocational education in different subjects at the degree level has identified vocational courses in various disciplines for introduction in selected institutions. The basic objective is to develop vocational courses in such subjects/topics which have strong job potential (self or wage). Assistance is also provided to 4 colleges under College Science Improvement Programme (COS1P) and College Humanities and Social Sciences Improvement Programme (COHSSIP).

In the technical education, the All India Council for Technical Education and its Board of Studies review the courses and take necessary steps to replace the conventional courses with courses in emerging areas of technology.

Guidelines for admission to professional colleges

1662. SHRI V. GOPALSAMY : Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased stae to state.